



Week 3: Targeting and Addressing a Need

Overview

As a part of your Week 3 assignment, you chose two areas of weakness based on campus Academic Excellence Indicator (AEIS) Report data. This week, you will narrow your focus to one targeted weakness and write a measurable S.M.A.R.T. goal and a measurable objective for the target weakness. You will also research appropriate strategies/activities, including specific professional development, to address the target area.

Rubric

Use the following rubric to guide your work.

| Tasks | Accomplished | Proficient | Needs Improvement | Unacceptable |
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| Week 3 Assignment: Targeting and Addressing a Need | | | | |
| Part 1: Targets, Goals, and Objectives | States the area of weakness and rationale. (10 points) | States either the area of weakness and/or the rationale. (8 points) | No criteria stated and no points listed. (7 point) | Does not state the area of weakness or the rationale. (0 points) |
| Part 2: S.M.A.R.T. Goal and Objective | Composes one S.M.A.R.T. goal and one measurable objective according to the critical elements outlined in the lecture. (10 points) | Composes one S.M.A.R.T. goal and one measurable objective using most critical elements. (8 points) | Composes one S.M.A.R.T goal or one measurable objective using only a few critical elements. (7 point) | Does not compose one S.M.A.R.T. goal and/or one measurable objective using critical elements. (0 points) |
| Part 3: Strategies and Activities | Records and elaborates on the usefulness of three strategies/activities, including professional development, that address the target area's weakness. Cites research. (10 points) | Records, with minimal elaboration, two strategies/activities, including professional development, that address the target area's weakness. Cites research. (8 points) | Records one strategy/activity, including professional development, that addresses the target area's weakness. Cites research. (7 point) | Does not record strategies/activities, or records strategies/activities with no elaboration. (0 points) |
| Mechanics | Few errors in grammar, spelling, or punctuation. (5 point) | | | Multiple errors in grammar, spelling or punctuation. Responses lack clarity and depth. (0 points) |

Part 1: Targets, Goals, and Objectives (ELCC 1.4 b.; 2.1 a.; 2.2 a., b., c.; 2.3 a., b., c.)

Remember from your lecture that goals should provide direction, focus, and be S.M.A.R.T. That is, they must be **Specific, Measurable, Achievable, Realistic/Results-oriented/Research-based, and Time-bound** (Learning Point Associates, Inc., 2004).

While goals and objectives are closely related, goals are broader and cover a span of 3-5 years, while objectives are more specific. Objectives (1) identify a target population, (2) identify assessments and data sources that will be used to meet the objective, and (3) specify anticipated growth or progress. For example, a goal might state, "By 2015, Paradise School will earn an Exemplary rating." An objective related to that goal might state, "90% of all third grade students will meet or surpass the state standard on TAKS Reading by the end of the current school year." Strategies then would be tied directly to the objectives.

In this week's assignment, you will decide on one area of weakness as determined by your analysis of data, state your rationale for selecting it, and write a S.M.A.R.T. goal and an objective to address the target need. You will also research strategies, including professional development ideas, to address the targeted weakness and meet the goal and objective. These will be used in Week 4 as you develop a campus action plan to address the target weakness.

Directions

1. Select one area of weakness identified in your Week 2 AEIS Comparison Chart activity and compose a brief rationale explaining why you chose this weakness.
2. Compose a S.M.A.R.T. goal and an objective to address the weakness.
3. Locate three research articles that suggest strategies to address the target weakness. At least one of the articles should address professional development ideas. An Internet search would also yield ideas and best practices. Refer to **Helpful Websites**.

Target Area of Weakness and Rationale for Selection

In a paragraph, state the area of weakness that you will target and your rationale for selecting it.

8th grade Science assessments continue to be an area of weakness at Liberty Hill Junior High even though scores have risen steadily since 2003. On the 2009-2010 Science was the only score that did not meet the Exemplary rank using the standard accountability measure. It was only using TPM that the score was elevated to allow the school to accomplish the Exemplary rank. Science was also the only area where scores for a sub-population fell in the lower area of only acceptable.

Selecting this as a focus area would expect that the administration and instructional staff would review the testing to determine the objectives that are not being met with a proficient understanding. It would also be important to review objectives based on the performance of the sub-populations as this is also an area of concern. Some of the scores were only in the acceptable range for the Hispanic population. An interesting statistic was evident in the area of reading. This also the area where the African-American and Hispanic sub-populations performed in the recognized category while all other groups were in the exemplary category. Reading is a vital component for all cores so it would help to also look at instruction in this area in order to improve the science scores.

Part 2: S.M.A.R.T. Goal & Objective

Compose a S.M.A.R.T. goal and an objective to address the weakness.

S.M.A.R.T. Goal (long range/3-5 years):

By 2014 Liberty Hill Junior High will achieve an Exemplary rating based on the standard accountability standards for STAAR tests.

S.M.A.R.T. Objective (What we can accomplish in one school year):

85% of all 8th grade students will meet or surpass the state standard on STAAR 8th grade Science by the end of the 2010-2011 school year.

Part 3: Research Articles

Choose three strategies/activities, including one that addresses professional development.

| Article (Cite in APA Style) | Strategy/Activity Ideas |
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| <p>1. Using SERT</p> <p>Schultz, J. (2002, January). <i>Learning how to Learn: science education for struggling students</i>. Retrieved June 6, 2011, from Quest Volumn 5 Issue 1: http://www.odu.edu/ao/instadv/quest/StrugglingStudents.html</p> | <p>Use Self-Explanation Reading Training (SERT) to improve the readability of science texts. SERT refers to the process of explaining the meaning of text while reading and includes four activities: instruction, practice, demonstration, and strategy identification. The approach would help struggling readers use a self-measureable technique to learn difficult science vocabulary.</p> |
| <p>2. Peer Tutoring</p> <p>Wright, J. (2004, February). <i>Kids as reading helpers: a peer tutor training manual</i>. Retrieved June 6, 2011, from http://www.jimwrightonline.com/pdfdocs/prtutor/peerTutorManual.pdf</p> | <p>Develop peer tutors. Jim Wright from Intervention Central has developed a tutorial manual to help teachers and peer tutors learn how to effectively peer tutor. The manual sets up the process to select tutors and tutees and how to document the process.</p> <p>Peer tutoring is an effective way to help struggling students. Peers can often put concepts and skills into a more understandable language context. In addition, research has shown that peer tutoring is especially effective with LEP students.</p> |
| <p>3. Professional Development</p> <p>Dempsey, T. (2001, December 5). <i>Problem-based learning as a professional development alternative</i>. Retrieved June 6, 2011, from Education Resources Information Center: http://www.eric.ed.gov/PDFS/ED460095.pdf</p> <p>Edutopia. (2007, October 19). <i>How does project-based learning work?</i> Retrieved June 6, 2011, from Edutopia: http://www.edutopia.org/teaching-module-pbl-how</p> <p>McConnell, T. J., Eberhardt, J., Parker, J., Stanaway, J., Lundeberg, M., Koehler, M., et al. (2008, Spring). <i>The PBL project for teachers: using problem-based learning to guide k-12 science teachers' professional learning</i>. Retrieved June 6, 2011, from Michigan Science Teachers Association: http://www.msta-mich.org/index.php/publications/journalArticle/183</p> | <p>I propose a professional development opportunity focused on understanding the role of Project Based Learning (PBL). PBL is learning that is stimulated by a question or problem and uses different methods of inquiry research to concentrate on the question or problem. The PBL method helps students practice 21st Century Skills (such as collaboration, communication & critical thinking), and create high-quality, authentic products & presentations. Both new and veteran teachers would benefit from a focused opportunity the develop units of study that use the PBL method.</p> <p>The Buck Institute for Education offers a workshop planning guide</p> |

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| | <p>that could be adapted and used on-site by a team of teachers committed to the method. http://www.bie.org/diy</p> <p>The team would develop a workshop that could focus on the method and allow the core teams to focus on the units to be developed.</p> <p>I would use several methods for delivery of the workshop:</p> <ul style="list-style-type: none">• Face to Face to explain the basics• Professional Learning communities in Project Share to organize core subjects in a dedicated work space.• Blog Forum to provide online Q&A• Final Face to Face to present finished learning modules. <p>This process would take place over an agreed period time to allow participants time to work together to develop their plan.</p> |
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E-portfolio assignment: Continue to complete Campus-supervised reflection logs in your 3-ring binder. All course-embedded and campus-supervised logs must be completed by your 11th course in the program prior to the EDLD 5398 Internship course.